

## SCHEDULE A.

## ITEMS OF APPROPRIATION NEEDED.

Bedsteads, bedding, chairs, carpeting, &c.....	\$ 2,400
Relief maps and globes.....	200
Library (raised print).....	600
Astronomical and philosophical .....	500
Mineralogical and geological cabinet.....	200
One organ and two pianos.....	2,500
Painting, repairing, plastering, &c.....	1,000
Subdividing rooms, by partitions, &c.....	1,000
Repairing flues.....	200
Steam-heating apparatus.....	5,000
Probable expense of fire-proof roof and wing to to the building.....	30,000
	<hr/>
	\$43,600

## SEVENTH BIENNIAL REPORT

OF THE

## IOWA INSTITUTION

FOR THE EDUCATION OF THE

## DEAF AND DUMB,

LOCATED AT IOWA CITY,

TO THE

GOVERNOR AND TWELFTH GENERAL ASSEMBLY,

FOR THE YEARS 1866 AND 1867.

DES MOINES: 0

F. W. PALMER, STATE PRINTER.  
1868.

## TRUSTEES AND OFFICERS.

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## REPORT OF THE TRUSTEES.

IOWA INSTITUTION FOR THE DEAF AND DUMB, }  
IOWA CITY, December 6, 1867. }

*To His Excellency, William M. Stone, Governor of Iowa :*

The approach of another biennial session of the Legislature demands of the servants of the State a report of their stewardship. The Trustees of the Institution for the Education of the Deaf and Dumb would therefore report to your Excellency, upon the working of that Institution of which they have had charge the two years past, and make some suggestions for the future ; although the first is rendered almost unnecessary by the very full report of the Principal.

We can say, in general, that the Institution has enjoyed a remarkable degree of health, which speaks well for the care and faithfulness of those in charge of it. The pupils have made all the progress that could be expected in the circumstances with which they are surrounded. All, we believe, Principal, Matron, Teachers, and Assistants, have been faithful to their trust, and have done what they could for this unfortunate but interesting class under their care.

But we would again press upon the Legislature the fact that they labor under great disadvantages. The accommodations which we are able to procure for the Institution are entirely unfitted for its use. Justice can never be done it, until it has buildings erected expressly for it.

The last Legislature took the initiative to this end by locating at Council Bluffs, and providing for procuring plans, bids, &c. We would venture, at the risk of being misunderstood and misrepresented, to call attention to this location ; and suggest, if not too late, whether the best interests of those for whom this institution is established and maintained at heavy cost, and consequently the best interests of the State, will be subserved by such location.

Permanent buildings are erected for a long future; and any injustice or inequality arising from such location is continuous. The present center of population is in Iowa county. It can hardly ever be west of Jasper. The eastern part of the State must permanently remain much the most densely populated. The location at Council Bluffs will require the large majority of the students to cross nearly the entire State to its western verge, at heavy expense and great inconvenience. A central location will be more favorable to the western than to the eastern part of the State, because the number of pupils from there will be less.

The great importance of this matter to the permanent interests of this Institution impels us to call attention to it. It would seem self-evident that the welfare of the whole State should govern in this location, and such point be selected as will best accommodate the largest number.

The expenses of the Institution have been larger than were anticipated two years ago, from the extraordinary high price of staple food, and from some improvements we were compelled to make for the decency and comfort of the inmates, and from loss by fire. Our funds have, however, been sufficient, under the limitations placed upon us; and our balance on hand is larger than at our last report.

But we would call attention to the remarks of the Principal in reference to salaries, and suggest whether we can expect to procure or retain employees at rates far below those of similar institutions in neighboring States. Our Principal is limited to \$700 per annum, our Teachers to \$500, and our Matron to \$250. We are liable at any time to have any of these called from us by the higher rates of other institutions; in which case we shall be compelled to resort to those unskilled in the profession, again to lose them when they become valuable to us. We would suggest that these limits be extended to \$1000 for Principal, \$700 for Teachers, and \$400 for Matron. This would necessitate the addition of \$1000 to the general appropriation for salaries, &c., making it five thousand dollars per annum, instead of four, as at present, and the same that is given to the Blind Asylum.

For details of expenditures and the workings of the Institution, we refer to the accompanying report of the Superintendent.

All this is respectfully submitted in confident anticipation of wise and liberal legislation in behalf of this unfortunate class of our fellow-citizens.

By order of the Trustees,

N. H. BRAINERD, President.

BENJ. TALBOT, Secretary.



## REPORT OF THE PRINCIPAL.

*To His Excellency, William M. Stone, Governor of Iowa :*

In accordance with the laws of the State, and with previous practice, the Seventh Biennial Report of the Iowa Institution for the Education of the Deaf and Dumb, is respectfully submitted through you to the Legislature of the State.

Since the date of the last report, the work of the Institution has been prosecuted with a good degree of success. The aim of all its officers has been to promote the real good, and advance the highest interests of the pupils; and by the blessing of God their efforts have been unusually prospered, and reasonable progress has been made in all the classes, and in each department of instruction.

It is pleasing to notice the advance made by our pupils from year to year, as well as the change which a few weeks makes in those recently admitted. The most of them soon learn for what purpose they came. Thought is awakened, and their minds are aroused to an unwonted activity, which manifests itself in brightened looks and habits of inquiry. Thus stolid dullness often gives place in a few weeks or months, to a bright activity, with fair promise of good acquisitions, and of success in the pursuit of knowledge.

The kind care of a watchful Providence has been manifested in the unusual degree of health which has prevailed among the pupils. In so large a family, composed so largely of those little accustomed to taking care of themselves, there will of course be many cases of slight illness. But by a careful attention to the rules of health and cleanliness, and with a wholesome and generous diet, the children have been kept so well that we have had but a single case of serious illness during the last two years.

The only death in their number was accidental. John W. Canine, one of our oldest and best pupils, was drowned while bathing in the Iowa river; probably by his own imprudence in

venturing into a dangerous part of the stream, against which all the boys had been repeatedly warned. This sad occurrence took place on the morning of June 6, 1867, only two weeks before the close of the term. To the afflicted friends of the deceased, we can only tender our deepest sympathies, and express our confident hope that he passed on that bright June morning from his watery grave to that better land, where "the ears of the deaf shall be unstopped, and the tongue of the dumb sing."

Equally merciful with the general good health of the people was the deliverance from the ravages of fire in June last, in the first week of the annual vacation. A carpenter's shop, on one corner of the block occupied by the Institution buildings, was fired early one morning, to the serious danger of our premises and the great alarm of the inmates. Providentially, however, there was no wind, and the progress of the fire was quite limited; but we lost, in wood-house, fuel, fences, &c., something more than \$300. Had the fire occurred in term time, and under less favorable circumstances, the damage to the Institution would have been far greater, and we might even have suffered the loss of some life among our pupils. The Institution has secured a lease of the grounds occupied by the buildings destroyed, so that our yard is now a little more roomy and convenient than it was before the fire.

The detailed financial statement annexed to this report shows a considerable increase of expenditure, arising from the larger number of pupils and the high price of staple articles of food, together with some extraordinary expenditures which have been necessary for the health and convenience of our charge. We are able, however, to report a balance in hand somewhat larger than that with which we began the fiscal term in November, 1865.

There will also be found appended to this report a catalogue of the pupils in attendance for the current two years, with the information required by law, so far as it can be procured. From this catalogue it will be seen that we have had in all ninety-eight pupils from forty different counties, of whom seventy-five were present in the year 1866-7, from thirty-five counties; and sixty-nine, also from thirty-five counties, have entered thus far in the current school year.

Only about one-third of the counties of the State, it will be ob-

served, are represented in the school at any one time, while our State census this year shows sixty-six counties reporting deaf and dumb inhabitants, in numbers varying from one to eighteen in a county. Of course many of these are either too old or too young to be in school; but, as shown by the census, there is an apparent indifference or ignorance on the part of parents and friends of deaf mutes, as to the facilities furnished by the State for their education, which forebodes a continuance of the serious evil already experienced in the Institution, of being compelled to undertake the instruction of those who are quite too old to learn from books, by reason of a too-long disuse of the mental faculties, producing a want of capacity for intellectual development. Those connected with the Institution would urge again that every friend of the unfortunate would use all reasonable diligence to send these children to the school before they become too old to profit by its advantages.

Assuming what is generally allowed, that twenty deaf-mutes may be taught in one class, the Institution, with its present number of teachers, can just as well instruct one hundred pupils as it can two-thirds or three-fourths of that number; and every motive of economy and humanity combines in the appeal that all who are entitled to the privileges of the Institution should be permitted to enjoy them when they will receive the greatest benefit.

Our census this year gives the deaf and dumb population of the State as 368, against 376 two years ago. The decrease is more apparent than real. In 1865, as in 1863, all the pupils in the Institution were counted as residents in Johnson county; this year not more than two of them. Whether these pupils have heretofore been reckoned both at the Institution and at their respective homes in the different counties, it is impossible to say; as, also, to tell how many of them were counted this year. Obviously, census reports should be uniform, to be valuable; and if a given day were fixed for the reckoning, as is the case in the national census, such discrepancies could be avoided. Unless the totals heretofore given were too large, the present number of deaf-mutes in Iowa is doubtless over four hundred.

Among our pupils will be found one from the adjoining State of Nebraska, the first fruits of an arrangement with the authorities

of that State, from which we may expect to receive other pupils in time to come.

We have also one pupil, a waif and a stray on the wide world, as to whom our records are nearly a blank. He was sent here in November, 1866, by some charitable people in Grinnell, who picked him up from the streets, clothed him and sent him to school. All that is known of his previous history is, that he had been (during several months preceding) at most of the stations on the Chicago, Rock Island & Pacific Railroad, from Davenport to Kellogg, a homeless vagabond. It is quite likely that he wandered into this State from Illinois, but of this there is no certainty. A notice, quite extensively copied by the papers of the State, failed to call forth any information as to his parentage or residence; and as he was totally uneducated, he could not give his own name. So he has been called Kenyon Grinnell, by which name he will be known till his real one is ascertained. Any information leading to the discovery of the facts of his history, will be welcomed by the officers of the Institution.

Another pupil is worthy of especial mention, (as a matter of interest to the medical profession as well as to teachers of the deaf and dumb), who exhibits the exceedingly rare infirmity of dumbness, not from loss of hearing, as is the case with a very large percentage of our pupils, but by reason of malformation and partial paralysis of the vocal organs, depriving him of the faculty of speech, though he hears as well as any one. The same infirmity hinders him from swallowing his food readily, and entirely prevents his swallowing his saliva. His case has been pronounced incurable, and probably is so.

Of the pupils named in the present catalogue, eighteen became connected with the school for the first time during the last year, and sixteen have entered the present term. Most of these are now under instruction for the first time; but several had been at school in other States, before their parents removed to Iowa. The substantial uniformity of instruction in the different institutions of the country renders such a transfer always feasible, and pupils do not suffer materially by the change.

Since the date of the last report the corps of teachers has undergone considerable change. The retirement of Mr. D. F. Stone, and Mrs. Zorbaugh, in the summer of 1866, necessitated the ap-

pointment of three new teachers—Miss Ellen J. Israel, an experienced teacher from Brighton, Washington county, who had some previous acquaintance with signs; Miss Lon J. Hawkins, formerly a pupil in the Ohio Institution, where she was distinguished as a scholar, especially in the use of language; and Mr. Henry A. Turton, of Farmington, Van Buren county, a graduate of the Normal Department of our State University. These new teachers are now in their second year of service, and are applying themselves to their work with diligence and fidelity; and though the school may have suffered somewhat from their lack of experience in the use of signs and the mode of instruction necessary, yet the evil is daily lessening, and their labors are becoming constantly more valuable to the Institution.

Just here the attention of the State authorities may be called to the need of experienced teachers, and the importance of retaining the services of all valuable assistants. A wise forethought would dictate that the Institution should be well officered in all its departments, and that good officers should be retained at any reasonable cost. Not only are peculiar qualifications essential for our work, but experience in it is also necessary for the highest success. And if "the laborer is worthy of his hire," those who carry on this enterprise for the State should receive a fair compensation for their self-denying labors.

As has been stated in previous reports, the salaries paid in this Institution are not only below the average of those paid for like work elsewhere, but as low as or lower than the least that is given anywhere in the country. Recent indications and occurrences give additional ground for the fear expressed in the last report, that the Institution may lose the services of its best officers for lack of the proper compensation; a fact, of which the Legislature should be warned in time, that it may apply the proper remedy. Unless this is done, there is danger that the management and instruction of the Institution will be left to inexperienced or inefficient persons, and so this noble enterprise will fail of accomplishing the highest possible good.

It is with pleasure that we report that the pupils are mostly applying themselves to their studies with diligence, patience and fidelity. The general good order and correct deportment, which prevail at present in the Institution, deserve especial commenda-

tion, and give good ground of hope that those now with us will make good and useful members of society, when they leave our care. They seem to appreciate the bounty of the State in the liberal provision made for them, and to recognize their obligation to make a full improvement of the advantages here afforded.

Indeed, many of them seem more anxious to attend school than their friends do to have them. Too many are detained at home, for reasons of economy or convenience, during the precious years in which they should be gaining their education. Their progress is seriously hindered by their irregularity and want of punctuality in coming to the Institution, for which their friends are mainly responsible.

The term of seven years has been fixed as the period for which State pupils may be instructed free of charge; and these seven years should in most cases be taken consecutively, for the highest good of the pupil. Occasionally, it may be necessary on the score of ill-health for a pupil to remain at home a year; but the experience and observation of most instructors prove conclusively, that those make the best progress who are able to continue their studies without such interruption. The time allowed is none too long for the work they have to do, if every day of it is fully improved. The yearly vacation of three months is as much time as our pupils can afford to lose, and it ought not to be protracted a single day by the carelessness or indifference of their friends. Much less should this vacation be made to extend over sixteen or eighteen months, as it does in too many cases.

The pupils thus detained at home lose much more than their friends suppose. They are thrown out of the classes to which they properly belong, thus disturbing the organization of the school; they fall behind their associates with whom they commenced; they lose time at every fresh beginning, in recovering lost ground; and, too often, form habits of neglect and indifference to study, or are discouraged by their own backwardness and want of progress. Many of these evils could be avoided by a little care and thought; with it may be some sacrifice and self-denial on the part of their friends. The pupils, the Institution, and eventually the friends themselves, as well as society at large, would be the gainers by an increased promptness and regularity in attendance.



The course and method of instruction remain the same as heretofore, being substantially the same as those followed in all the institutions of the country, established previous to the present year. Our object is, first and foremost, to teach the correct use of language, and to give with this as much useful information and instruction as is possible in the various branches of a good common school education, not neglecting the moral and religious training of the pupils, without, however, giving any sectarian bias or direction to their instruction in this respect.

As a means of communication, and a medium of imparting instruction, we make a free use of the sign-language, which is the natural language of those born deaf, and equally serviceable to those who lost their hearing early in life. The youngest of our pupils can readily understand the simple language of motion and of pantomime, and soon become reasonably familiar with the whole circle of signs used in the school. This sign-language has been employed in all our deaf and dumb institutions, from its convenience and felt necessity; and its use has proved its value.

Of late the question has been much agitated in certain quarters, whether American teachers of deaf mutes have not been all wrong, and whether there is not a more excellent way to instruct the deaf and dumb, viz.: by articulation without any signs, actually teaching the dumb to speak. A school has recently been opened at Northampton, Massachusetts, which is designed to carry out these views.

Some misrepresentations have been made as to the use of signs in our institutions, which should be corrected. Our teachers are spoken of as aiming to teach signs, as though the signs were the end and not the means of instruction. So far as I am aware, our institutions use the sign-language only for the latter purpose; exactly as the lecturer, the preacher, or other instructor, uses spoken language. And as some signs made by the pupils may be uncouth, or indistinct, or not readily understood, it is as proper that the teacher should correct them and give the proper signs, as it is that a teacher in a speaking school should correct the faulty pronunciation of his scholars.

Furthermore, the sign-language is capable of development, and may then be used for setting forth the higher and more abstruse

ideas; for which additional reason attention is properly given to it, as a means of rapid communication with the deaf and dumb.

Without entering largely into the discussion of this matter, it may be remarked that this is no new question, but simply an old one revived. The schools in Germany, and a very few of those in England and France, profess to teach solely by articulation.

Had Mr. Gallaudet, the Prometheus who brought our art to this country and became the founder of the American institutions, succeeded in entering an English institution as he first proposed, he might have brought over and established a very different system; but his exclusion, which some call accidental and others providential, resulted in the adoption of the French system of instruction; which, for practical results, and the carrying out of the American and democratic idea of "the greatest good to the greatest number," seems beyond question the proper system for the education of those who are so deaf as to be unable to discriminate between articulate sounds. The loss of the *sense* of hearing, partial or entire, leads almost invariably to the loss of the *faculty* of speech; and the nearer to birth this event occurs, the less the chance that the unfortunate subject will ever be able to speak.

For the class called *semi-mutes*, (whose loss of hearing is only partial, and who are able to discriminate between articulate sounds and to discern the separation of words into syllables), every effort should be made to preserve their speech. It may be questionable whether they should be instructed with those known as deaf-mutes, though they ordinarily succeed better in our institutions than they do in public schools; and those parents are probably wiser who have them taught at home, even at considerable expense; for it is a fact, that semi-mutes are inclined to fall into a disuse of speech when they enter our institutions.

But for those born deaf, or those whose hearing has since been entirely lost, the effort to instruct by articulation is of no practical value whatever. It is trying and painful to the pupil, exhaustive and discouraging to the teacher; and, above all, wastes much valuable time that could be spent to vastly greater profit, in the acquisition of written language and of valuable knowledge from books.

All who are concerned in the education of the deaf and dumb, will watch with interest for the results that may be attained in the



new institution at Northampton; and, if they prove superior to those under the French system, as used in this country, we must be prepared to adopt whatever improvements there are to be found in it.

But we must remember that change is not, necessarily, improvement; and wisely arranged institutions should not be disturbed for slight reasons. In England the change has been the other way, from articulation to the use of signs; and the published statements of the percentage successfully educated by the German system give little ground to anticipate that any radical change will be brought about in the schools of this country.

Signs will continue to be the most natural, most convenient, and most effective form of communication with those who are too deaf to speak; and will, therefore, probably always hold their place in our institutions. It will doubtless be better to discourage their free use in the advanced classes, for the purpose of securing a more exact use of connected language; but the language will be that of the manual alphabet, or that which is written, rather than that which is oral and articulate.

Persons who have not given much thought to the subject, and even friends and relatives of the pupils, in visiting the school frequently ask how we can begin to teach a new pupil the use of language—what is the first step in the process? There is no great mystery about it, and it will seem simple enough when explained, as will here be done for the benefit of those having the care of deaf mute children, who may thus be taught something before entering the Institution.

It should be remembered at the start that words, whether spoken, written or printed, are only conventional signs for ideas, which people have agreed should mean certain things; representing either things or thoughts, in the different forms of visible objects, qualities, actions, or states of being. For instance, the letters h-a-t, combined into the word hat, no more represent in themselves the thing which a man wears on his head, than they do a covering for the foot, or anything else in the wide world; and one might repeat the word hat a hundred, or a thousand times to a person entirely ignorant of English, without conveying the slightest notion of its meaning. But if a hat is produced, or a picture of one is exhibited, or in any way its use is made known,

then the foreigner gets the sense of the word, and it has to him, henceforth, a meaning.

Exactly so with the deaf and dumb, substituting written or printed forms for vocal sounds. A hat or a picture of one may be exhibited in connection with the word hat, written in full view, and by pointing from one to the other, a connection between them will soon be established in the mind of the pupil, and the word will come to represent the object just as it does to hearing people when spoken. Any and every object can thus be introduced to the class, either in reality or in picture, or it can be described by signs, and the names of all can be made known. But little more difficulty is experienced in teaching the words representing qualities and actions, (adjectives and verbs). It is only the words for the more abstract ideas that give teachers of the deaf and dumb any real trouble; and these, merely because they are abstract and are not readily and fully comprehended by the minds of common people.

When once a new pupil gets hold of the principle of associating names and things, his education is fairly commenced. Then the advance is easy to the construction of simple sentences, and the learning of the numerous phrases and idioms which enter into our language. As the use of common language becomes easy, simple school-books may be put into the hands of the pupil, and he can begin to learn as children do in our common schools; his progress being limited only by his capacity, and the length of time he can remain in school.

A course of seven years gives a pupil of average talent and good application, a very fair common education; and such, our Institution aims to afford. The eastern institutions, and some in the west, have in addition to this, a higher course for the more talented pupils; in which the different sciences are taught, and the pupils still further advanced in the use of refined and elegant language. The graduates of these high classes are really very well educated; and are fine exhibitions of what education can do for a class so unfortunate as the deaf and dumb.

To these facilities for the further education of the more advanced deaf mutes, there is now added a still higher one, in the recent opening of the National Deaf Mute College, established by act of Congress, in connection with the Columbia Institution for the Deaf

and Dumb, at the seat of the national government. Two of our former pupils, young men of good talents and acquirements, have been admitted to the College; but both of them were obliged to enter the preparatory class, for lack of that higher instruction which it has not yet been found expedient to give here. As the school shall increase in numbers, and a greater demand shall be found for this higher education, it will be proper for the State to furnish us with the facilities for it, that we may do our whole duty by these wards of the State. No such demand, however, appears, as yet, sufficient to warrant the increased expenditure that would be necessary.

The difficulties and embarrassments arising from the inconvenience and ill adaptation of our present rented buildings still exist, with as great force as at the dates of our previous reports, the fifth and sixth; to which reports, respectful reference is made. The school cannot be made entirely successful, so long as it is confined to its present accommodations; but all, both officers and pupils, will patiently bear the evils incident to their stay here, if they may hope for a speedy execution of the plans set on foot by the last General Assembly for the erection of new buildings for this Institution. It is our most earnest desire to be relieved as speedily as possible from our present difficulties, and our most ardent hope that nothing will occur to defeat this desired end.

We appeal to the justice and generosity of the Legislature of Iowa to deal fairly and liberally with this unfortunate class of her citizens, confident that our claim is just, and trusting that it will receive due attention and be followed by proper action.

In this trust we go forward in the duties assigned us here, in humble reliance for success in our work on the Giver of all wisdom and strength.

BENJAMIN TALBOT, Principal.

IOWA INSTITUTION FOR THE DEAF AND DUMB, IOWA CITY, Dec. 5, 1867.

## ACKNOWLEDGMENTS.

The following papers are sent gratuitously to the Institution, for which the editors and publishers will please accept our thanks. They are distributed weekly among the more advanced pupils, who read them with pleasure and with profit:

Albia Union.....	Albia .....
American Messenger.....	New York .....
Anamosa Eureka.....	Anamosa .....
Annals of Iowa.....	Davenport .....
Bellevue Journal.....	Bellevue.....
Bentonsport Signal.....	Bentonsport .....
Bremer County Phoenix.....	Waverly .....
Buchanan County Bulletin.....	Independence .....
Burlington Hawk-Eye.....	Burlington .....
Cedar Falls Gazette.....	Cedar Falls.....
Child's Paper.....	New York .....
Clarke County Sentinel.....	Osceola.....
Clayton County Journal .....	Elkader.....
Council Bluffs Bugle .....	Council Bluffs.....
Cresco Times.....	Cresco .....
Davenport Gazette .....	Davenport .....
Deaf Mute Casket.....	Raleigh, N. C.....
Decorah Republican.....	Decorah.....
Delaware County Union.....	Manchester.....
Denison Review.....	Denison .....
DeWitt Observer.....	DeWitt.....
Dubuque Herald.....	Dubuque.....
Dubuque Times.....	Dubuque.....
Eddyville Transcript.....	Eddyville.....
Fort Madison Plaindealer.....	Fort Madison .....
Free Press.....	Mount Pleasant.....
Gate City.....	Keokuk.....
Iowa City Republican.....	Iowa City.....
Iowa State Register.....	Des Moines.....
Iowa Voter .....	Knoxville.....
Jasper Free Press.....	Newton.....
Keosauqua Republican .....	Keosauqua.....
LeClaire Register.....	LeClaire.....

Leon Pioneer.....	Leon.....
Loyal Citizen.....	Centerville.....
Marion County Democrat.....	Knoxville.....
Montana Standard.....	Montana.....
Montezuma Republican.....	Montezuma.....
Mount Pleasant Journal.....	Mount Pleasant.....
Muscatine Courier.....	Muscatine.....
Muscatine Journal.....	Muscatine.....
National Deaf Mute Gazette.....	Boston.....
Oskaloosa Herald.....	Oskaloosa.....
Pella Blade.....	Pella.....
Progressive Republican.....	Marengo.....
Sigourney News.....	Sigourney.....
Soldiers' Friend.....	New York.....
State Press.....	Iowa City.....
Temperance Platform.....	Des Moines.....
Union Guard.....	Bloomfield.....
Upper Des Moines.....	Algona.....
Vinton Eagle.....	Vinton.....
Washington County Press.....	Washington.....
Weekly McGregor News.....	McGregor.....
Weekly Mirror.....	Lyons.....

The following contributions of public documents and other valuable books have been made to the Institution, for which our thanks are tendered to the donors:

Hon. J. W. Grimes.....	15 volumes.
Hon. James Harlan.....	13 "
Hon. J. F. Wilson.....	2 "
Hon. H. Price.....	3 "
Hon. J. B. Grinnell.....	5 "
E. Southwick.....	2 "

An unknown friend in Washington has also sent \$5, which has been applied to the purchase of a stereoscope for the entertainment of our pupils.

Further contributions are respectfully solicited from any who feel able and willing to make them.

BENJ. TALBOT,

Principal of the Iowa Institution for the Deaf and Dumb.

LIST OF PUPILS IN THE INSTITUTION DURING THE SESSIONS COMMENCING SEPT., 1866, AND SEPT., 1867.

M A L E S .

AGE.	NAMES.	POST OFFICE.	COUNTY.	CAUSE OF DEAFNESS.	NATIVITY.
18	James Q. Adams.....	Sabula.....	Jackson.....	Congenital.	Illinois.....
13	Adolphus M. Akers.....	Decatur City.....	Decatur.....	Congenital of the brain.	Iowa.....
14	Newton Anderson.....	Shueyville.....	Johnson.....	Fever.....	Iowa.....
13	Carl Bandow.....	McGregor.....	Clayton.....	Congenital.	Prussia.....
13	John Beck.....	McGregor.....	Muscatine.....	Sickness.....	Germany.....
22	Albert A. Beldan.....	Manchester.....	Delaware.....	Congenital.	Indiana.....
19	Samuel Brandt.....	Luka.....	Tama.....	Gatherings in the head.	Illinois.....
12	Carlos Bratt.....	Moscow.....	Muscatine.....	Scarlet fever.....	Iowa.....
21	Samuel S. Brice.....	New London.....	Henry.....	Congenital.	Ohio.....
16	Jacob D. Brower.....	South English.....	Keokuk.....	Inflammation of the brain.	Ohio.....
12	Oliver W. Brown.....	Oskaloosa.....	Mahaska.....	Congenital.	Ohio.....
14	Herbert B. Bryant.....	Mount Algor.....	Jackson.....	Scarlet fever.....	England.....
20	John W. Canine.....	Pella.....	Mahaska.....	Tetanus.....	Indiana.....
17	James Cary.....	De Witt.....	Clinton.....	Spotted fever.....	Iowa.....
11	Zadoc Childester.....	Albia.....	Monroe.....	Rheumatic fever.....	Maine.....
16	Wm. Jasper Corning.....	Lova City.....	Johnson.....	Congenital of the brain.	Iowa.....
18	Isaac Cross.....	Webster.....	Keokuk.....	Congenital.	Iowa.....
11	Richard B. Dixon.....	Belle Plain.....	Poweshiek.....	Congenital.	England.....
18	William Dixon.....	Belle Plain.....	Poweshiek.....	Congenital.	Iowa.....
13	Charles E. Emond.....	Zurich.....	Jones.....	Scarlet fever.....	Iowa.....
11	William F. Eselstine.....	Waterloo.....	Black Hawk.....	Fall.....	New York.....
11	Miles Fernan.....	Conover.....	Winnebuck.....	Congenital of the brain.	Iowa.....
18	Adolphus T. Fleenor.....	Monroe.....	Jasper.....	Dropsy on the brain.	Iowa.....
10	James Galbraith.....	Cedar Rapids.....	Linn.....	Sickness.....	Iowa.....



## LIST OF PUPILS—MALES—CONTINUED.

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NAMES.	AGE.	POST OFFICES.	COUNTIES.	CAUSE OF DEAFNESS.	NATIVITY.
William H. Gettis.....	14	Toledo.....	Tama.....	Congenital.....	Iowa.....
Albert Gifford.....	14	Indianola.....	Warren.....	Inflammation of the brain.....	Indiana.....
Chauncey Gilbert.....	18	Wyoming.....	Jones.....	Scarlet fever.....	Ohio.....
Kenyon Grinnell.....	10	Homestead.....	Iowa.....	Measles.....	Iowa.....
William F. Gould.....	15	Dubuque.....	Dubuque.....	Lung fever.....	New Hampshire
Rufus Eugene Hadley.....	11	Sigel.....	Clayton.....	Congenital.....	Norway.....
Dillon H. Hockett.....	13	Hammondsburgh.....	Warren.....	Gatherings in the head.....	Iowa.....
Francis M. Holloway.....	14	Centerville.....	Appanoose.....	Spotted fever.....	Iowa.....
Alfred Hulka.....	18	Toledo.....	Tama.....	Sickness.....	Bohemia.....
Frederic R. Huston.....	17	Boone.....	Dallas.....	Congenital.....	Indiana.....
George D. Huston.....	20	Boone.....	Dallas.....	Debility.....	Indiana.....
Albert Jessup.....	12	Marshall.....	Henry.....	Congenital.....	Iowa.....
William H. Johnson.....	17	Tipton.....	Cedar.....	Scarlet fever.....	Ohio.....
Winfield S. Kelley.....	13	Keokuk.....	Lee.....	Congenital.....	Indiana.....
Levi Kephart.....	21	Danforth.....	Johnson.....	Dropsy in the head.....	Pennsylvania.....
George Kinney.....	10	De Witt.....	Clinton.....	Congenital.....	Iowa.....
John H. Lamme.....	22	Prairie Grove.....	Clarke.....	Fever.....	Illinois.....
Gustave Levi.....	14	Dubuque.....	Dubuque.....	Congenital.....	France.....
Isaac A. Lott.....	25	Prairie Grove.....	Clarke.....	Congenital.....	Michigan.....
Robert Love.....	19	Attica.....	Marion.....	Sickness.....	Ohio.....
William H. Lynch.....	22	Linden.....	Dallas.....	Congenital.....	Ohio.....
Malcolm MacFarland.....	13	Robin.....	Benton.....	Congenital.....	Canada.....
James C. Moore.....	17	Eddyville.....	Wapello.....	Scrofula.....	Ohio.....
Davis F. Morgan.....	14	Monterey.....	Davis.....	Scarlet fever.....	Indiana.....

DEAF AND DUMB ASYLUM.

Matthew G. Morris.....	27	Wheeling.....	Marion.....	Congenital.....	Indiana.....
Edward Murray.....	20	Tipton.....	Cedar.....	Sickness.....	Ireland.....
Stephen Nicholson.....	15	Bellevue.....	Jackson.....	Congenital.....	Iowa.....
George W. Parker.....	15	Dubuque.....	Dubuque.....	Lung fever.....	Virginia.....
Christopher Rennan.....	14	Ackley.....	Hardin.....	Scarlet fever.....	New York.....
Milton L. Statesman.....	18	Mill Rock.....	Jackson.....	Congenital.....	Indiana.....
Matthew Taylor.....	19	Independence.....	Buchanan.....	Congenital.....	New Brunswick.
Samuel H. Trout.....	10	Vandalia.....	Polk.....	Typhoid fever.....	Iowa.....
John H. Walford.....	26	Ottumwa.....	Wapello.....	Congenital.....	Pennsylvania.....
Sylvester Ward.....	15	Ellington.....	Hancock.....	Scarlet fever.....	Iowa.....
John Weygandt.....	24	Cresco.....	Howard.....	Congestive fever.....	Ohio.....

## FEMALES.

Elma M. Askew.....	11	Mount Pleasant.....	Henry.....	Congenital.....	Iowa.....
Auguste Badow.....	10	McGregor.....	Clayton.....	Congenital.....	Prussia.....
Mena Bausch.....	12	Bellevue.....	Jackson.....	Sickness.....	Iowa.....
Amanda Bird.....	13	Decatur City.....	Decatur.....	Congenital.....	Iowa.....
Elizabeth A. Brandt.....	14	Iuka.....	Tama.....	Gatherings in the head.....	Iowa.....
Lydia C. Decker.....	22	Maquoketa.....	Jackson.....	Brain fever.....	Iowa.....
Mary E. Dieken.....	19	Hamilton.....	Marion.....	Inflammation of the brain.....	Indiana.....
Julia Donahue.....	16	Iowa City.....	Johnson.....	Scarlet fever.....	Iowa.....
Sarah C. Edwards.....	15	Albia.....	Monroe.....	Scarlet fever.....	Iowa.....
Sarah Frances Games.....	20	Bloomfield.....	Davis.....	Sickness.....	Virginia.....
Nancy Gilbreth.....	15	Denison.....	Crawford.....	Sickness.....	Iowa.....
Julia Gool.....	14	Moscow.....	Muscatine.....	Scarlet fever.....	Switzerland.....
Sarah Agnes Gravatt.....	18	Vandalia.....	Polk.....	Ulcers in the ears.....	Pennsylvania.....
Harriet A. Harrington.....	19	De Witt.....	Clinton.....	Use of quinine.....	Indiana.....
Mary Louisa Hepp.....	14	Council Bluffs.....	Pottawattamie.....	Gatherings in the head.....	New York.....

DEAF AND DUMB ASYLUM.

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## LIST OF PUPILS—FEMALES—CONTINUED.

NAMES.	AGE.	POST OFFICES.	COUNTIES.	CAUSE OF DEAFNESS.	NATIVITY.
Esther L. Howard.....	12	Bellevue.....	Sarpy, Neb.	Scarlet fever.....	New York.....
Sarah Hulverson.....	16	Sigel.....	Clayton.....	Congenital.....	Iowa.....
Antoinette Israel.....	10	Brighton.....	Washington..	Fall.....	Iowa.....
Dicy Jesse.....	19	Wheeling.....	Marion.....	Scarlet fever.....	Indiana.....
Mary J. Kennedy.....	14	Muscatine.....	Muscatine.....	Congenital.....	Iowa.....
Margaret Kopp.....	11	Muscatine.....	Muscatine.....	Fall.....	Iowa.....
Mary McCusker.....	16	Ossian.....	Winneshiek..	Congenital.....	Wisconsin.....
Jane MacFarland.....	12	Robin.....	Benton.....	Congenital.....	Canada.....
Florence Emily Myers..	11	Agency City..	Wapello.....	Unknown.....	Iowa.....
Adaline Newby.....	17	Fort Madison..	Lee.....	Scarlet fever.....	Iowa.....
Phebe Almira Pettit..	16	Livingston.....	Appanoose..	Congenital.....	New York.....
Laura O. Ross.....	10	Sand Spring..	Delaware.....	Congenital.....	New York.....
Catharine G. Sandercock	15	Earlville.....	Delaware.....	Congenital.....	Illinois.....
Elizabeth Schneider..	16	Muscatine.....	Muscatine.....	Congenital.....	Iowa.....
Esther J. Stewart.....	11	Frederic.....	Monroe.....	Congenital.....	Ohio.....
Mary A. Stewart.....	13	Frederic.....	Monroe.....	Congenital.....	Ohio.....
Elizabeth Surber.....	21	Lancaster.....	Keokuk.....	Mensles.....	Indiana.....
Rebecca E. Surber.....	12	Lancaster.....	Keokuk.....		
Sarah C. Terry.....	17	Round Grove..	Scott.....	Congenital.....	Vermont.....
Margaret Thomas.....	15	Belle Air.....	Johnson.....	Convulsions.....	Virginia.....
Mary J. Tracy.....	12	Vinton.....	Benton.....	Congenital.....	Iowa.....
Roby J. Watenpugh..	14	Leroy.....	Bremer.....	Whooping cough..	Iowa.....
Mary J. Webb.....	10	Albia.....	Monroe.....	Congenital.....	Iowa.....

Whole number, 98—viz.: Males, 60; Females, 38. Present, December 5, 1867—Males, 33; Females, 30; total, 66.

## DEAF AND DUMB ASYLUM.

## RECEIPTS AND EXPENDITURES.

## RECEIPTS.

Cash on hand November 6, 1867.....	\$ 3,125.24
Cash from the State treasury.....	24,050.00
Cash from State of Nebraska.....	172.10
Cash from friends of pupils.....	453.12
Cash for board.....	243.98
Cash for sundries.....	32.45
Total.....	\$28,076.19

## DISBURSEMENTS.

## GROCERIES AND PROVISIONS.

Fresh beef, 15,624 pounds.....	\$ 1,638.95
Corned beef, 2,559½ pounds.....	297.08
Other meats, 1,368½ pounds.....	174.69
Poultry.....	55.54
Fresh fish.....	12.62
Salt fish.....	25.90
Bread and breadstuffs.....	2,275.09
Rice, hominy, and corn starch, 106½ pounds.....	11.90
Sugar, 6,112 pounds.....	979.34
Molasses, 633½ gallons.....	346.72
Syrup, 3½ gallons.....	5.10
Honey, 11 pounds.....	3.30
Eggs, 1,502½ dozen.....	166.11
Milk, 8,561 quarts.....	429.12
Butter, 4,461½ pounds.....	1,129.35
Cheese, 238½ pounds.....	53.53
Lard and suet, 900½ pounds.....	131.94
Salt, 1,179 pounds.....	15.50
Soda, cream tartar, &c., 75 pounds.....	21.65
Vinegar, 112½ gallons.....	42.86
Spices and flavors.....	42.55
Coffee, 680½ pounds.....	297.51

Chocolate and cocoa, 22 pounds.....	10.35
Tea, 145 pounds.....	230.40
Apples and pears, 276½ bushels.....	399.21
Dried apples, 773 pounds.....	130.06
Dried and canned peaches, 302 pounds.....	69.15
Small fruits, 10 bushels.....	14.02
Prunes, 51½ pounds.....	12.90
Berries, 479½ quarts.....	54.78
Grapes, 161 pounds.....	15.66
Raisins, currants and citron, 56½ pounds.....	14.45
Cabbage, kraut and pickles.....	52.62
Plum butter and pumpkin butter, 9 gallons.....	4.05
Tomatoes.....	31.20
Potatoes, 443½ bushels.....	325.59
Turnips, 100 bushels.....	30.50
Beans, 10½ bushels.....	17.00
Other vegetables.....	99.07
Nuts and popcorn.....	2.00
Ice.....	22.07
Soap, 1978 pounds.....	196.37
Soft soap, 411½ gallons.....	88.31
Starch, 140 pounds.....	17.80
Indigo, 3½ pounds.....	6.15
Castile soap, 10 pounds.....	2.90
Total.....	\$9,860.21

## FURNITURE AND REPAIRS.

Beds and bedding.....	217.52
Chamber furniture.....	130.33
Carpeting, oil-cloth and binding.....	221.41
Door mats.....	6.25
Chairs, 5½ dozen.....	71.50
Clock and repairs.....	9.15
Book cases, two.....	49.00
Lounges and re-covering.....	69.80
Stoves, pipe, chimney caps, &c.....	145.22
Tongs, shovels, and pokers.....	7.30
Coal buckets, two.....	3.05

Zinc and zincboards.....	20.85
Tinware and mending.....	54.70
Kitchen ware.....	14.00
Stoneware.....	4.75
Glassware.....	9.80
Fruit jars and rings.....	11.10
Crockery.....	48.48
Table linen, 13½ yards.....	14.51
Napkins and napkin rings.....	10.55
Table cutlery.....	24.40
Spoons.....	11.50
Curtains and fixtures.....	50.94
Crash, 88½ yards.....	20.26
Brooms, mops, &c.....	38.25
Brushes—scrub, dust, and shoe.....	13.75
Barrels, boxes, and baskets.....	36.52
Wooden ware.....	4.95
Washing machine and repairs.....	16.75
Laundry furniture.....	28.80
Lamps, chimneys, wicks, and lantern.....	7.65
Axes, handles, saws, and filing.....	31.95
Wheelbarrow.....	5.00
Benches.....	10.00
Molasses gates and faucet.....	2.75
Hand bell.....	1.40
Tacks, tack hammers, and carpet stretcher.....	4.40
Shovels, hoe, and rake.....	5.15
Carpenters' tools.....	4.40
Shears and scissors.....	3.75
Repairs on pumps and cistern.....	16.25
Sink and repairs.....	3.75
Well buckets and repairs.....	4.80
Rope and twine.....	10.45
Step ladder.....	2.50
Wood box.....	5.00
Repairs of furniture.....	34.82
Repairs on premises.....	30.40
Swing frame.....	16.20
Lumber.....	105.07

Carpenter work.....	145.46
Builders hardware.....	59.42
Glass, glazing, and painting.....	68.97
Whitewashing and plastering.....	41.00
Gas burners and fittings.....	28.10
Total.....	\$2,012.03

## CLOTHING.

Boots and shoes, 53 pairs.....	\$ 120.50
Hose, 22 pairs.....	7.30
Yarn.....	6.05
Shoe laces, 9½ gross.....	6.75
Shoe blacking.....	3.20
Shoe mending, leather, and findings.....	148.04
Shirts, five.....	7.75
Coats, nine.....	27.65
Pants, 10 pair.....	24.00
Satinet, cassimere and jeans.....	9.87
Trimming and cutting boys' clothes.....	2.39
Drawers, 2 pairs.....	2.25
Suspenders, 3 pairs.....	80
Hats, 10.....	14.05
Muslin, 141½ yards.....	36.51
Stuff for girls' dresses, 199½ yards.....	42.97
Trimming for girls' dresses.....	5.15
Cloak.....	6.37
Hats and millinery.....	15.11
Handkerchiefs and collars.....	1.50
Gloves and mittens.....	2.40
Hair nets.....	1.10
Hoop skirts and under skirt.....	24.80
Thread, needles, thimbles and pins.....	27.81
Combs.....	21.10
Buttons.....	1.65
Mending parasol.....	50
Sewing.....	5.50
Indelible ink.....	3.00
Total.....	\$ 576.07

## SALARIES AND WAGES.

B. Talbot, Principal, 2 years.....	\$1,400.00
D. F. Stone, teacher and steward, 1 year.....	525.87
E. Southwick, teacher, 2 years.....	950.00
C. S. Zorbaugh, teacher, 2 years.....	700.00
Mrs. S. McC. Zorbaugh, teacher, 1 year.....	200.00
Miss E. J. Israel, teacher, 1 year and 10 days.....	154.17
Mrs. L. J. Turton, teacher, 1 year and 10 days.....	154.17
H. A. Turton, teacher, 11 months.....	275.00
Temporary teacher, 4 weeks.....	20.00
Mrs. M. B. Swan, matron, 2 years.....	500.00
Mrs. M. M. Askew, assistant matron, 2 years.....	300.00
T. S. Mahan, physician, 2 years.....	150.00
	\$5,329.21
Wages of domestics.....	1,125.34
	\$6,454.55

## FUEL AND LIGHTS.

Wood, 304 cords.....	\$2,026.06
Gas, 130,150 feet.....	799.05
Candles, 229 sets.....	46.48
Oil, 13½ gallons.....	10.00
Matches.....	80
	\$2,882.39

## MISCELLANEOUS.

Rents.....	\$ 1,419.50
School-books.....	93.56
Slates, pencils, &c.....	26.12
School apparatus.....	94.35
Stationery.....	48.28
Postage stamps.....	80.00
Box rent and newspaper postage.....	17.16
Printing and advertising.....	21.50
Binding reports.....	10.75



Register.....	22.00
Gymnastic apparatus.....	33.00
Magic lantern and views.....	100.00
Traveling expenses of pupils.....	32.50
Freight and express.....	13.30
Hauling and drayage.....	49.75
Horse hire.....	3.25
Insurance on furniture.....	58.00
Treasurer's expenses and exchange.....	21.85
Medicines, &c.....	97.60
Reward for recovery of body.....	50.00
Building privy.....	319.26
Woodhouse.....	171.95
Labor (after fire).....	18.37
Total.....	\$ 2,802.05
Total disbursements.....	\$24,587.30
Total receipts.....	\$28,075.19
Total disbursements.....	24,587.30
Cash on hand, Nov. 4, 1867.....	\$ 3,487.89

## NOTICE TO APPLICANTS.

The Iowa Institution for the Deaf and Dumb is open to all proper subjects between the ages of ten and twenty-five. Applicants must be free from immorality, and from contagious and offensive diseases. They must also be of sound mind.

Such persons are entitled to receive their board and instruction, at the expense of the Institution, for a period of seven years. Pupils from other States are charged \$150 per annum, payable quarterly in advance.

The annual sessions of the school commence on the third Wednesday of September, and close on the third Wednesday of June. *Pupils should come promptly at the opening and remain until the close of the session.*

*Pupils must be furnished by their friends with sufficient clothing, and not tax the Institution in this respect. Each pupil should have a trunk, and at least the following articles:*

MALES.—Three pairs pants; four shirts; two coats; four pairs stockings; two vests; one fine and one coarse comb; two pairs of shoes or boots.

FEMALES.—Four dresses, two of them suitable for winter; two pairs of shoes; four pairs of stockings; and other articles in proportion, with warm underclothing for cold weather.

Every article should be marked with the name of the owner, in indelible ink.

Applications should be addressed to Benj. Talbot, Institution for the Deaf and Dumb, Iowa City, Iowa, and should state the following particulars:

1. The full name of the applicant.
2. The year, month and day of birth.
3. The place where he was born.
4. The cause of the deafness; if not born deaf, when and how the person became deaf.
5. Whether the child is bright and active, or dull and stupid.
6. Whether there are any deaf and dumb relatives.
7. The names and post-office address of the parents or guardians.